



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

2701 W. Memorial Dr., Anthem, AZ 85086

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2003-04 Not Evaluated  
2002-03 New School  
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Dr. Mai-Lon Wong  
Schedule : 8:00 AM to 4:00 PM  
Grades : K-8  
2004 Enrollment : 1343  
Web Address : gavilanpeak.dvusd.org  
Phone Number : (623) 445-7400  
Fax Number : (623) 445-7480  
E-mail : mwong@gp.dvusd.org

### Mission

Gavilan Peak School is a special place to learn and grow. It is our obligation to provide an excellent education that will address the physical, intellectual, and emotional needs of our students in order to grow. The Gavilan Peak Staff is committed to the educational success of every student by creating a positive community of learners. Teams work in two-year loops to assure students meet federal, state and district standards. Teaching is differentiated.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2003-04 Met  
2002-03 Met  
2001-02 N/A

#### School Improvement Status (b)

2003-04 N/A  
2002-03 N/A  
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü Students will learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.
- ü Students effectively use written language for a variety of purposes and for a variety of audiences.
- ü The number of 3rd, 5th, and 8th grade students meeting proficiency on the AIMS will increase during a two-year period.

### Enrollment

October 1, 2003 School Year Student Enrollment : 1220  
Accepting New Students in 2004-05 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2003-04 : 22

## Instructional Programs

- Ü Technology-based Learning
- Ü Gifted Classes
- Ü Two-year Looping Schedules
- Ü On-site Special Education Resource
- Ü Differentiated Instruction

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/19/2004
Last Day of School :	5/26/2005

## Shared Responsibilities

### School

We provide high academic standards and expectations of our student performance. Our Continuous Improvement Team has set goals and expectations for students and staff in the areas of Reading, Writing, Mathematics, School Safety, Alternatives, Choices, and Options, Parent/Community involvement, and Growth.

### Parents

The parent community is responsible for ensuring student attendance, providing proper grooming, clothing, nourishment, supporting homework and school policies including dress codes and behavior codes, and communicating regularly with the school.

## Transportation Policy

Gavilan Peak offers school bus transportation to all qualified students. Students must meet the following groundrules to ride the bus: Kindergarten must live over 1/2 mile, grades 1-6 must live over 1 mile, and grade 7/8 must live over 1.5 miles away from the school.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü District Level Spelling Bee Champion	2003
Ü Overall Sports K-8 League Champs in DVUSD	2004
Ü Largest New PTA in Arizona	2003
Ü Teacher of the Year in DVUSD	2004

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2528	75509	100	99	100	531	532	521	7	7	13	19	19	23	39	38	33	35	36	31
All Students (Prior Year)	87	2543	75372	100	100	100	537	538	523	0	2	9	17	19	25	48	40	36	35	39	30
Female	56	1212	37013	100	99	100	524	530	522	7	7	12	30	19	24	30	39	33	33	35	31
Male	72	1311	38430	100	99	99	538	533	521	6	7	14	11	18	22	46	37	33	37	37	31
African American	NC	92	3660	NC	100	99	NC	515	496	NC	13	24	NC	28	31	NC	31	28	NC	28	18
Hispanic	NC	360	30486	NC	98	99	NC	519	505	NC	10	18	NC	23	29	NC	39	32	NC	28	21
Asian/Pacific Islander	NC	90	1780	NC	97	98	NC	542	549	NC	3	5	NC	14	13	NC	44	33	NC	39	50
American Indian/Alaskan Native	--	19	4075	--	86	100	--	509	486	--	19	28	--	31	34	--	25	26	--	25	12
White	113	1956	35192	100	99	99	532	534	534	8	6	8	19	18	19	40	38	35	34	38	39
Students with Disabilities	16	347	9708	100	100	100	491	499	489	29	24	32	0	26	27	71	29	24	0	21	17
Students without Disabilities	112	2181	65801	98	99	98	534	535	525	5	5	11	21	18	23	37	39	34	38	38	33
Limited English Proficient Students	--	133	16928	--	80	100	--	485	485	--	31	29	--	31	33	--	23	26	--	15	12
Migrant Students	--	--	750	--	--	--	--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	604	36411	--	--	--	NC	513	503	NC	16	19	NC	25	29	NC	32	32	NC	27	20
Non-Economically Disadvantaged	121	1924	39040	--	--	--	534	537	534	4	5	8	21	17	19	41	40	34	35	39	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2538	75492	100	100	100	533	528	519	4	7	12	10	12	16	52	52	47	34	30	24
All Students (Prior Year)	87	2540	75221	100	100	100	538	532	523	1	2	8	7	11	16	56	60	56	36	27	21
Female	56	1215	37014	100	99	100	532	531	523	4	6	10	7	10	15	56	52	48	33	33	27
Male	72	1317	38400	100	99	99	533	525	516	5	8	14	12	13	17	49	53	47	34	27	21
African American	NC	91	3665	NC	100	99	NC	519	505	NC	11	20	NC	18	22	NC	45	43	NC	27	14
Hispanic	NC	363	30438	NC	99	99	NC	520	508	NC	11	17	NC	14	21	NC	53	47	NC	22	15
Asian/Pacific Islander	NC	90	1773	NC	97	98	NC	532	534	NC	1	4	NC	11	10	NC	65	50	NC	23	36
American Indian/Alaskan Native	--	19	4081	--	86	100	--	516	498	--	19	25	--	13	26	--	44	40	--	25	8
White	113	1956	35177	100	99	99	533	529	528	4	6	8	11	11	13	50	52	49	35	31	31
Students with Disabilities	16	347	9707	100	100	100	499	502	495	14	25	33	43	25	21	43	36	33	0	14	13
Students without Disabilities	112	2191	65785	98	99	98	535	530	522	4	5	10	8	11	16	53	53	49	36	31	26
Limited English Proficient Students	--	133	16905	--	80	100	--	484	489	--	23	34	--	46	28	--	31	32	--	0	6
Migrant Students	--	--	763	--	--	--	--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	606	36302	--	--	--	NC	515	507	NC	15	18	NC	17	21	NC	48	46	NC	20	14
Non-Economically Disadvantaged	121	1932	39164	--	--	--	535	531	528	2	4	8	10	10	13	54	53	48	35	32	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	128	2525	75053	100	99	99	667	625	597	3	4	7	10	8	12	61	76	72	26	12	9
All Students (Prior Year)	87	2511	73654	100	99	99	552	542	530	0	3	9	5	7	13	84	79	70	11	11	7
Female	56	1212	36872	100	99	99	702	651	621	2	3	5	7	6	9	54	75	74	37	16	12
Male	72	1310	38109	100	99	99	638	600	573	3	6	10	13	9	14	67	76	69	17	8	6
African American	NC	91	3636	NC	100	99	NC	634	568	NC	6	12	NC	8	16	NC	71	67	NC	15	6
Hispanic	NC	362	30235	NC	99	98	NC	609	575	NC	4	9	NC	9	14	NC	79	70	NC	8	6
Asian/Pacific Islander	NC	89	1768	NC	96	98	NC	663	651	NC	0	3	NC	1	5	NC	79	72	NC	20	19
American Indian/Alaskan Native	--	19	4044	--	86	99	--	584	550	--	13	13	--	13	17	--	69	66	--	6	4
White	113	1948	35028	100	99	99	668	626	613	3	5	6	11	8	10	59	75	73	27	12	11
Students with Disabilities	16	343	9625	100	100	100	532	551	530	17	12	21	33	21	21	50	63	55	0	4	4
Students without Disabilities	112	2182	65428	98	99	98	674	631	604	2	4	6	9	6	11	62	77	73	28	13	10
Limited English Proficient Students	--	132	16765	--	79	100	--	546	525	--	8	17	--	0	20	--	92	60	--	0	2
Migrant Students	--	--	752	--	--	--	--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	601	36077	--	--	--	NC	590	566	NC	8	10	NC	13	16	NC	70	69	NC	8	5
Non-Economically Disadvantaged	121	1924	38950	--	--	--	673	634	618	2	4	5	10	6	9	61	77	73	28	13	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2572	76019	99	100	100	505	517	499	7	5	14	42	33	39	16	18	14	34	44	33
All Students (Prior Year)	72	2489	76230	99	100	100	516	516	498	1	4	12	32	32	38	18	14	12	49	50	37
Female	75	1284	37207	99	100	100	507	515	499	7	5	12	43	36	41	13	18	14	37	41	33
Male	63	1284	38677	100	100	100	503	519	498	7	5	15	41	30	38	21	18	13	31	47	34
African American	--	73	3817	--	97	100	--	494	475	--	10	23	--	41	47	--	25	11	--	24	18
Hispanic	NC	299	29458	NC	100	100	NC	502	480	NC	10	20	NC	40	48	NC	23	12	NC	28	20
Asian/Pacific Islander	NC	79	1673	NC	99	99	NC	547	531	NC	1	4	NC	19	29	NC	15	14	NC	65	53
American Indian/Alaskan Native	--	27	4735	--	100	100	--	504	466	--	13	28	--	29	49	--	13	10	--	46	13
White	125	2080	35880	99	99	100	508	518	515	6	4	7	41	33	32	17	17	16	36	46	45
Students with Disabilities	14	338	9786	100	100	100	476	482	457	0	19	39	60	43	40	40	13	7	0	25	13
Students without Disabilities	124	2234	66233	98	99	99	506	519	503	7	4	11	41	33	39	15	18	14	36	46	35
Limited English Proficient Students	--	99	15206	--	79	100	--	476	459	--	25	31	--	42	53	--	25	7	--	8	9
Migrant Students	--	NC	745				--	NC	473	--	NC	22	--	NC	53	--	NC	11	--	NC	15
Economically Disadvantaged	NC	532	35714				NC	495	480	NC	10	20	NC	45	47	NC	20	12	NC	26	20
Non-Economically Disadvantaged	132	2040	40266				507	522	513	7	4	9	41	31	33	16	17	15	36	48	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	2572	76020	100	100	100	509	510	503	12	14	25	26	21	23	45	50	40	16	15	12
All Students (Prior Year)	73	2490	76202	100	100	100	513	510	505	1	10	19	15	21	24	68	57	46	16	12	11
Female	76	1284	37213	100	100	100	507	510	504	13	12	22	24	22	23	46	52	42	17	15	13
Male	63	1284	38666	100	100	100	512	510	501	12	17	29	29	19	22	43	49	38	16	15	12
African American	--	74	3819	--	99	100	--	500	494	--	24	37	--	28	26	--	41	31	--	7	6
Hispanic	NC	298	29442	NC	100	99	NC	500	494	NC	19	37	NC	26	26	NC	48	31	NC	7	6
Asian/Pacific Islander	NC	79	1672	NC	99	99	NC	516	513	NC	6	12	NC	12	19	NC	54	49	NC	28	20
American Indian/Alaskan Native	--	27	4735	--	100	100	--	510	489	--	22	48	--	9	25	--	65	24	--	4	3
White	126	2081	35890	100	100	100	511	511	511	12	14	15	24	20	20	46	51	48	18	16	18
Students with Disabilities	14	339	9784	100	100	100	492	492	485	40	43	58	40	19	19	20	33	19	0	6	4
Students without Disabilities	125	2233	66236	99	99	99	510	511	504	11	12	23	26	21	23	46	52	42	17	15	13
Limited English Proficient Students	--	99	15198	--	79	100	--	489	483	--	58	59	--	0	25	--	42	14	--	0	1
Migrant Students	--	NC	743				--	NC	488	--	NC	50	--	NC	28	--	NC	19	--	NC	3
Economically Disadvantaged	NC	533	35703				NC	499	494	NC	25	37	NC	26	26	NC	42	31	NC	7	6
Non-Economically Disadvantaged	133	2039	40274				510	512	509	12	12	17	26	19	20	45	52	47	17	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	138	2565	75673	99	100	100	558	553	530	3	7	12	18	20	25	77	66	58	2	6	4
All Students (Prior Year)	71	2460	74692	97	100	99	538	518	502	0	8	18	13	23	27	73	59	47	13	10	8
Female	75	1281	37099	99	100	100	563	570	548	3	5	8	16	15	22	80	71	64	1	8	6
Male	63	1280	38441	100	100	99	553	536	513	3	10	16	21	25	29	74	60	52	2	4	3
African American	--	74	3791	--	99	99	--	509	506	--	15	18	--	32	29	--	50	50	--	3	3
Hispanic	NC	298	29305	NC	100	99	NC	537	507	NC	8	16	NC	27	31	NC	61	51	NC	5	2
Asian/Pacific Islander	NC	79	1665	NC	99	99	NC	597	573	NC	6	6	NC	12	16	NC	65	67	NC	18	10
American Indian/Alaskan Native	--	27	4707	--	100	100	--	535	492	--	4	19	--	21	33	--	75	46	--	0	1
White	125	2074	35760	99	99	99	561	556	550	2	7	9	20	19	21	77	67	64	2	6	6
Students with Disabilities	15	339	9706	100	100	100	460	488	462	20	26	36	60	31	32	20	40	31	0	2	1
Students without Disabilities	123	2226	65967	98	98	99	562	558	536	2	6	10	16	19	25	80	68	60	2	7	5
Limited English Proficient Students	--	98	15115	--	78	100	--	420	471	--	50	26	--	17	38	--	33	35	--	0	1
Migrant Students	--	NC	738				--	NC	488	--	NC	23	--	NC	33	--	NC	43	--	NC	1
Economically Disadvantaged	NC	532	35541				NC	519	504	NC	14	17	NC	26	31	NC	57	50	NC	4	2
Non-Economically Disadvantaged	132	2033	40091				560	561	550	3	6	9	17	19	21	78	68	64	2	7	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 <sup>3</sup>

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2538	75001	99	100	99	476	482	468	26	24	37	50	43	36	19	19	16	6	14	10
All Students (Prior Year)	--	2430	71167	--	100	99	--	476	463	--	24	38	--	49	41	--	19	14	--	8	7
Female	67	1205	36846	100	99	99	476	482	468	26	23	36	49	44	38	20	20	16	5	13	10
Male	63	1328	37974	98	100	99	476	483	467	25	24	39	50	42	34	17	18	16	8	16	11
African American	NC	73	3720	NC	97	98	NC	467	446	NC	35	53	NC	40	33	NC	19	9	NC	5	4
Hispanic	NC	282	26675	NC	99	98	NC	468	448	NC	33	52	NC	47	34	NC	13	10	NC	8	4
Asian/Pacific Islander	NC	75	1575	NC	95	99	NC	500	504	NC	17	18	NC	36	33	NC	21	20	NC	26	29
American Indian/Alaskan Native	--	28	4731	--	100	98	--	455	438	--	33	61	--	54	30	--	8	7	--	4	2
White	116	2074	37785	99	100	99	478	484	482	25	22	25	48	43	39	20	19	21	7	15	15
Students with Disabilities	12	332	8802	100	100	100	NA	430	418	NA	67	79	NA	29	16	NA	3	3	NA	1	1
Students without Disabilities	118	2206	66199	99	99	99	476	486	472	26	21	34	50	44	38	19	20	17	6	15	11
Limited English Proficient Students	NC	69	11710	NC	81	100	NC	436	429	NC	61	70	NC	39	25	NC	0	4	NC	0	1
Migrant Students	--	--	709				--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	15	464	29814				458	466	448	50	34	53	43	45	33	0	15	10	7	7	4
Non-Economically Disadvantaged	115	2074	45170				478	485	479	22	22	28	50	43	38	21	19	20	6	16	14

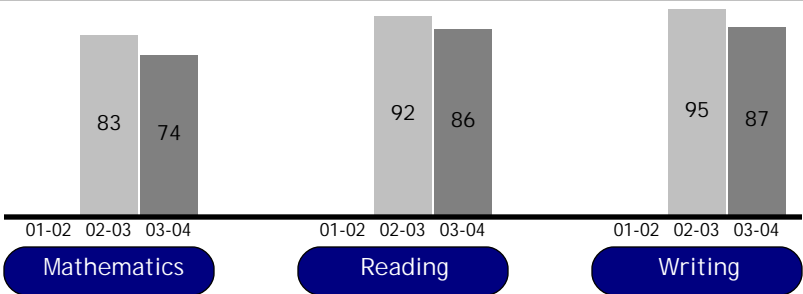
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	130	2537	74918	99	100	99	507	509	497	18	21	32	25	20	19	40	40	35	17	19	15
All Students (Prior Year)	--	2423	71100	--	99	99	--	514	502	--	14	25	--	18	21	--	49	40	--	19	15
Female	67	1205	36805	100	99	99	512	512	501	12	17	28	29	20	19	38	44	37	20	20	16
Male	63	1327	37936	98	100	99	502	506	493	25	25	35	19	20	18	42	38	33	13	18	14
African American	NC	73	3719	NC	97	98	NC	501	481	NC	29	43	NC	16	21	NC	43	29	NC	13	7
Hispanic	NC	282	26645	NC	99	98	NC	496	478	NC	29	46	NC	26	20	NC	35	27	NC	10	6
Asian/Pacific Islander	NC	75	1571	NC	95	99	NC	518	521	NC	9	18	NC	26	15	NC	41	38	NC	24	30
American Indian/Alaskan Native	--	27	4729	--	100	98	--	481	468	--	48	57	--	22	19	--	22	19	--	9	4
White	116	2074	37773	99	100	99	508	511	511	19	20	20	24	19	18	38	41	41	19	20	21
Students with Disabilities	12	333	8801	100	100	100	NA	460	448	NA	64	75	NA	23	13	NA	10	10	NA	3	2
Students without Disabilities	118	2204	66117	99	99	99	507	512	501	18	18	28	25	20	19	40	43	37	17	20	16
Limited English Proficient Students	NC	69	11706	NC	81	100	NC	455	454	NC	76	71	NC	24	16	NC	0	12	NC	0	1
Migrant Students	--	--	706				--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	15	465	29785				498	493	477	29	30	47	29	26	20	29	33	26	14	11	6
Non-Economically Disadvantaged	115	2072	45115				509	512	508	17	19	23	24	19	18	42	42	39	17	20	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	129	2525	74503	98	99	99	519	515	491	2	3	9	26	29	32	66	56	51	7	11	8
All Students (Prior Year)	--	2388	69001	--	98	96	--	499	490	--	9	17	--	36	37	--	54	45	--	1	1
Female	66	1202	36686	99	99	99	524	532	506	0	2	5	22	22	29	69	62	57	9	14	9
Male	63	1318	37644	98	99	98	512	499	476	4	5	13	31	36	36	62	51	45	4	8	6
African American	NC	73	3677	NC	97	97	NC	513	475	NC	2	12	NC	35	36	NC	54	46	NC	10	5
Hispanic	NC	281	26500	NC	99	97	NC	498	467	NC	3	13	NC	41	39	NC	48	44	NC	8	4
Asian/Pacific Islander	NC	75	1566	NC	95	99	NC	535	537	NC	2	5	NC	24	23	NC	59	55	NC	15	18
American Indian/Alaskan Native	--	28	4695	--	100	97	--	475	464	--	13	14	--	33	39	--	46	44	--	8	3
White	115	2062	37606	98	99	99	519	517	508	1	3	6	24	28	28	69	57	56	6	11	10
Students with Disabilities	12	327	8662	100	100	100	NA	447	409	NA	18	37	NA	48	42	NA	31	20	NA	3	1
Students without Disabilities	117	2198	65841	98	99	98	519	519	499	2	3	7	26	28	32	66	58	53	7	12	8
Limited English Proficient Students	NC	69	11608	NC	81	100	NC	423	430	NC	18	23	NC	65	47	NC	18	28	NC	0	1
Migrant Students	--	--	701				--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	15	461	29587				488	502	465	0	6	14	50	37	40	50	47	43	0	11	4
Non-Economically Disadvantaged	114	2064	44898				523	517	507	2	3	7	23	28	28	68	58	55	8	11	10

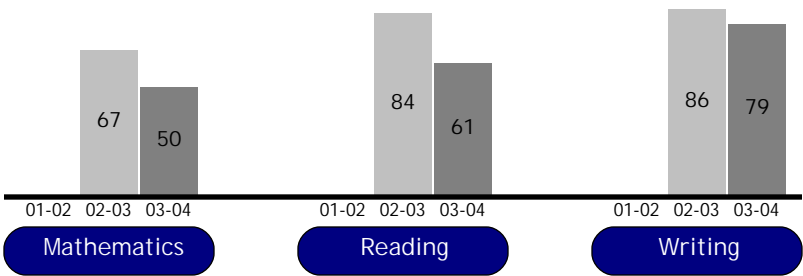
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

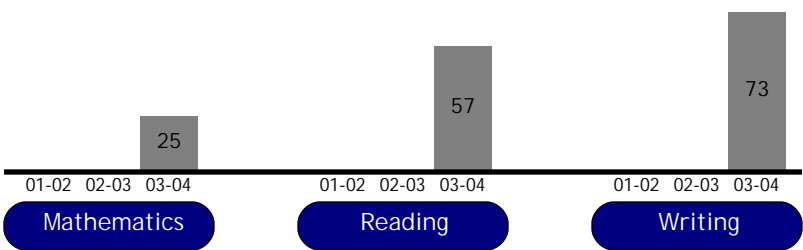
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

##### School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

##### Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	54	44	96	65	63	50	99	66	NA	58
	Language	--	--	54	39	99	57	58	43	99	60	61	50
	Mathematics	--	--	60	52	100	72	70	57	99	74	72	64
3	Reading	--	--	53	43	100	71	61	47	100	65	NA	55
	Language	--	--	61	50	100	78	67	54	100	69	70	61
	Mathematics	--	--	61	50	100	70	66	54	100	65	69	61
4	Reading	--	--	57	47	100	71	66	52	100	73	NA	56
	Language	--	--	54	45	100	65	61	48	100	65	63	52
	Mathematics	--	--	64	52	100	71	73	57	100	72	74	61
5	Reading	--	--	57	46	100	72	62	50	100	68	NA	55
	Language	--	--	52	43	100	64	57	46	100	60	60	49
	Mathematics	--	--	68	54	100	77	73	57	100	72	75	63
6	Reading	--	--	57	49	99	67	66	53	100	72	NA	56
	Language	--	--	52	42	100	61	60	45	100	60	60	48
	Mathematics	--	--	68	58	99	76	79	62	100	81	79	66
7	Reading	--	--	60	48	100	64	62	51	98	67	NA	54
	Language	--	--	65	51	100	71	66	54	98	69	69	58
	Mathematics	--	--	66	54	100	68	71	58	98	73	76	62
8	Reading	--	--	58	49	--	--	64	53	99	62	NA	55
	Language	--	--	58	46	--	--	63	49	99	57	61	52
	Mathematics	--	--	62	54	--	--	72	58	99	64	70	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Site Council

Council Composition

2 School Administrator(s)  
 1 Non-certified Employee(s)  
 4 Teacher(s)  
 4 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

Council Duties

Ü Academic Improvement  
 Ü Safe School  
 Ü Alternatives, Options and Choices  
 Ü School Image  
 Ü Parent/Community Involvement  
 Ü Planned Growth

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	60.50
Other Professional Staff	4.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	3	0	0
4 to 6 years	6	7	0	0
7 to 9 years	6	5	0	0
10 or more years	5	12	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB): 52  
 Core academic classes taught by Highly Qualified (NCLB) teachers. 91  
 Teachers with Emergency Certificaton. 2

Resources Available at School Site

Special Facilities

Ü Media Center/Library  
 Ü Computer Labs: Stationary and Mobile

Extracurricular Activities

Ü Boys & Girls: Basketball, Volleyball  
 Ü Chess Club  
 Ü Baseball, Softball, Spirit Line  
 Ü Before School Tutoring (at risk)  
 Ü After School Academy

Social Services

Ü Before & After Sch. Care Transportation  
 Ü School Counselor  
 Ü Prevention Intervention Specialist  
 Ü School Nurse

## Indicators of Success Based on Historical Data from 2003-04

## School Achievements/Accomplishments 2003-04

- Ü Gavilan Peak School's 2003/2004 school year standardized test scores have improved in mathematics, reading, and writing from our inaugural school year in 2002/2003.
- Ü Gavilan Peak School provided students with a positive learning opportunities and school environment supported by a school wide focus on character development.
- Ü Gavilan Peak School doubled its student population enrollment during the 2003/2004 school year. Throughout this experience, purposeful and meaningful educational instruction for our students was our most important focus.

## Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate <sup>4</sup>	95	95	93	95
Transfers Out <sup>5</sup>	--	21	20	24
Transfers In <sup>6</sup> (Within District)	--	2	2	2
Transfers In <sup>7</sup> (Out of District)	--	10	9	9
Promotion Rate <sup>8</sup>	--	98	98	94
Retention Rate <sup>9</sup>	--	1	1	5
Dropout Rate <sup>10</sup>	--	NA		3
Status Unknown <sup>11</sup>	--			2
Graduation Rate <sup>12</sup>	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

## Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	60	56
Grades 3-4	73	71
Grades 4-5	64	64
Grades 5-6	75	85
Grades 6-7	65	65
Grades 7-8	74	65

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Safety Committee's purpose is to ensure the safety of our students. We follow the guidelines of the Deer Valley Student Rights and Responsibility Handbook, that specifies a consistent response to misbehavior. We have also invited guest speakers to inform our community, staff, and students about drug abuse, bullying, and responsible decision making skills.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

## Contacts

	Name	Phone Number
School Site Council	Carla Phillips	(623) 445-7400
Transportation Policy	Karyl Carter	(602) 467-5095
Community Resources	Tricia Graham	(623) 445-7404
School Nutrition Programs	Geoff Hapgood	(623) 445-4981
Parent Organization	Laura Bermudez	(623) 445-7400
Student Health/Nurse	Kim Haelon	(623) 445-7410

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.